

MASTER IN TEACHING (MIT): SECONDARY TEACHING (5– 12), MASTER OF EDUCATION IN EDUCATION (M.ED)

MIT Secondary Teaching (5–12) M.Ed.—earn certification + MEd: a program designed for those candidates who desire an MEd degree and a Washington residency teaching certificate for middle school, junior high, and high school.

This program is available to candidates who hold a bachelor’s degree and did not previously take teaching certification coursework and are interested in receiving both an MEd degree and a residency teaching certificate for teaching in middle school, junior high, and high school. This program requires that candidates complete the equivalent of an approved EWU content major prior to admission.

Additional Program Requirements

- Prior to admission applicants must submit scores for the WEST-B (Washington Educators Skills Test-Basic) (https://www.west.nesinc.com/TestView.aspx?f=HTML_FRAG/WA095_TestPage.html) or an approved alternative (SAT or ACT).
- Applicants go through a pre-approval interview process.
- Candidates must take the relevant WEST-E or NES (http://www.west.nesinc.com/PageView.aspx?f=GEN_Tests.html) content test prior to student teaching.
- Candidates will participate in a year-long clinical experience in a school.
- All prerequisite courses must have been completed within the last 6 years.

Additional undergraduate courses must be completed for certification

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| EDUC 309 | FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT | 3 |
| EDUC 341 | SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT | 3 |
| EDUC 413 | CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES | 3 |
| SPED 363 | INTRODUCTION TO SPECIAL EDUCATION | 4 |
| Secondary Methods Class from major department | | 3-5 |
| Total Credits | | 16-18 |

Note: EDUC 341 and EDUC 413 have been revised to two different 4 credit hour courses effective Fall 2023.

Required Common Core

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| Psychological Foundations | | |
| EDUC 522 | TRANSFORMATION OF LEARNING AND TEACHING | 4 |
| Historical, Philosophical and Social Foundations of Education (choose two) | | |
| EDUC 502 | HISTORY OF AMERICAN EDUCATION | 4 |
| or EDUC 507 | PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL | |
| EDUC 505 | CURRENT ISSUES IN EDUCATION | 4 |

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| or EDUC 506 | EDUCATIONAL SOCIOLOGY | |
| or EDUC 500 | FOUNDATIONS OF EDUCATION/MIT | |
| Research and Applied Experience | | |
| EDUC 520 | METHODS OF EDUCATIONAL RESEARCH | 4 |
| EDUC 600 | THESIS (both are variable credit—5 credit minimum) | 5 |
| or EDUC 601 | RESEARCH REPORT | |
| Secondary Teaching Area Specialization | | |
| EDUC 510 | CURRICULUM AND ASSESSMENT | 4 |
| EDUC 517 | THE CULTURE OF MIDDLE LEVEL SCHOOL (may be stacked with EDUC 417) | 3 |
| EDUC 538 | MEDIA LITERACY FOR TEACHERS | 4 |
| EDUC 563 | SCHOOL LAW (MIT) | 2 |
| EDUC 695 | INTERNSHIP | 15 |
| Total Credits | | 49 |

School of Education Outcomes

The School of Education Outcomes are taken word for word from INTASC. These outcomes must be met by all students upon completion of their degree.

- The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate’s and learner’s decision making.
- The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families,

other professionals, and the community), and adapts practice to meet the needs of each learner.

- j. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.